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PUBLIC SCHOOL ACCOUNTABILITY SYSTEM

Updated December 2014

Summary

South Dakota's accountability system takes a thoughtful, balanced approach to defining the indicators of a strong public education system. It encompasses multiple indicators that are critical pieces in preparing students for the rigors of the 21st century world.

The accountability system holds schools accountable through annual public reporting and classification of schools. The expectation is that the model will be used to inform school leaders, teachers, parents and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

School Performance Index

South Dakota's accountability system centers around a 100-point index, called the School Performance Index, or SPI. The SPI consists of three key indicators of performance. A numeric value is assigned to each of the indicators. These values are added to create a total SPI score out of 100 points. Each public school in the state receives a SPI score, with limited exceptions due to school size and/or mission.

Two distinct indexes are used: one for high school accountability and one for elementary and middle school accountability. The key indicators on the indexes will be phased in over the next several years.

High School	Elementary and Middle School
1. Student Achievement	1. Student Achievement
2. High School Completion	2. Academic Growth
3. College and Career Readiness	3. Attendance

The charts below illustrate the point values for each of the SPI key indicators for the 2014-15 and 2015-16 school years.

High School:

Indicator	Maximum Points Available			
	2014-15		2015-16	
Student Achievement	Math	25	Math	20
	ELA	25	ELA	20
	Total	50	Total	40
High School Completion	Completion	12.5	Completion	15
	Graduation	12.5	Graduation	15
	Total	25	Total	30
College and Career Ready	College	25	College	20
	Career		Career	10
	N/A		Career	30
	Total	25	Total	30
Total	100		100	

Elementary and Middle School:

Indicator	Maximum Points Available			
	2014-15		2015-16	
Student Achievement	Math	40	Math	20
	ELA	40	ELA	20
	Total	80	Total	40
Attendance	Total	20	Total	20
Academic Growth	Total	n/a	Math	20
			ELA	20
			Total	40
Total	100		100	

Annual Measurable Objectives (AMOs): Goals and Targets

The SPI score provides a broad first lens through which to view school performance. The model also applies a second lens; this second lens is specific to Indicator #1: Student Achievement.

South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment.

Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for reading and math. The 2011-12 school year served as the base year for setting the six-year goal and annual targets. AMO targets will be reset following the results of the new Smarter Balanced assessment in the 2014-15 school year.

Annual Reporting

Each year, the Department of Education calculates a School Performance Index score for each public school in the state, with some exceptions for very small schools and schools with a unique mission. The scores are ranked and reported. The SPI score is used to determine schools for recognition purposes as well as for interventions and support (see page 9). Progress towards AMO goals and targets at the subgroup level are reported annually, and individual subgroup data is reported as well.

School Performance Index

INDICATOR #1: Student Achievement

At the High School level, the Student Achievement score is based on the percent of students scoring at or above the cut score denoting proficiency on the statewide assessment in reading and math delivered in 11th grade.

At the Elementary and Middle School levels, the Student Achievement score is based on the percent of students scoring at or above the cut score denoting proficiency on the statewide assessment in reading and math in grades 3-8.

Points are given for two groups: the **Gap group** and **Non-Gap group**. The points are weighted according to the size of the group. Calculations are done separately for reading and math, which each account for half of the total points for this indicator. (See chart on page 5 for calculation.)

What are the Gap and Non-Gap Groups?

The Gap group is an aggregate count of student subgroups in the state that have historically experienced achievement gaps. The South Dakota Department of Education analyzed three years of state assessment data to determine the composition of the Gap group, which includes

the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient.

The Non-Gap group includes students in the remaining subgroups used for accountability purposes: White/Caucasian; Asian; Native Hawaiian-Pacific Islander; 2 or More Races.

Use of a Gap and Non-Gap group for the Student Achievement calculation results in an unduplicated count of students. Unlike the old accountability system in which a single student could be counted multiple times, the new system counts each student once – in either the Gap or Non-Gap group – but not more than once.

Example: Unduplicated Count

- Addy -- Special Education and Economically Disadvantaged subgroups. Scores at the level denoting proficient.
- Marcus – Limited English Proficient and Economically Disadvantaged subgroups. Scores below the level denoting proficient.
- Cheyenne – Native American. Scores above the level denoting proficient.

Based on the above, an unduplicated count would show three total students with two of the students (Addy and Cheyenne), or 66.66 percent, counting as at or above the level denoting proficient in the Gap group.

The system uses an n-size of 10. By using an n of 10 and the aggregate of subgroups that have historically experienced achievement gaps, almost every school in the state will have a focus on those groups of students who have traditionally experienced the largest achievement gaps. Data for individual subgroups of students is still disaggregated and reported.

Example: Student Achievement Calculation

Overall possible points: 50 points in 2014-15 at the High School level

Step 1: Divide the maximum allowable index points in half to allow equal weight for English language arts and math.

Step 2: Calculate the # of students that fall into the Gap Group and Non-Gap Group.

Step 3: Calculate the % of students that fall into the Gap Group and Non-Gap Group by dividing each by the total number of students.

Step 4: Take the overall possible points (column 1) times the % of students (column 3) in each group to get the weighted points for each group.

Step 5: Calculate the % scoring at or above the level denoting proficiency for each group.

Step 6: Calculate the score for each group by multiplying the % from step 5 (column 5) times the weighted points for each group (column 4).

Step 7: The sum of these represents total points for Student Achievement category.

Step:		1	2	3	4	5	6	7
		Overall Index points possible	Number of Students	% of Students	Weighted Points	% Scoring at or above Proficient Expectations	Score	Total Points for Student Achievement
Math	Gap	25	71	26.20%	6.55	58.00%	3.80	
	Non-Gap		200	73.80%	18.45	83.00%	15.31	
English Language Arts	Gap	25	71	26.20%	6.55	62.00%	4.06	
	Non-Gap		200	73.80%	18.45	88.00%	16.24	
Total		50			50.00			
								39.41

INDICATOR #2: High School Completion OR Academic Growth

At the High School level, the second indicator is High School Completion. This indicator consists of two weighted measures: a High School Completion Rate and a Four-Year Cohort Graduation Rate.* Each accounts for half of the points for Indicator #2. High School Completion Rate is defined as the percent of students in the most recently completed school year who have attained a diploma or a GED.

**Graduation Rate is defined as the four-year cohort Graduation Rate required under Title I.*

Example: Completion Rate Calculation

HS Diploma = 100 + GED = 7 in SY 2014-15 (Total = 107)

Dropouts = 7 + HS Diplomas = 100 + GED = 7 in SY 2014-15 (Total = 114)

$107/114 = 93.86\%$ Completer Rate

Example: Calculation of High School Completion

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points (25 total possible points in 2014-15)

Step 2: Calculate the rate for each factor

Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group

Step 4: The sum of these is the points for High School Completion Indicator

Step:		1	2	3	4
	Weighted as %	Weighted Points (2014-15)	Rate as %	Score	Total points for Indicator
High School Completion Rate	50%	12.50	93.86%	11.75	23.43
Four-year Cohort Graduation Rate	50%	12.50	93.46%	11.68	
Total	100%	25.00			

At the Elementary and Middle School levels, the second indicator is Academic Growth, which will be on the Student Growth Percentiles model. The 2014-25 school year assessment results will be used to set the baseline for the measure and the results of the indicator will first be released following the 2015-16 school year. Half of the points will be awarded based on the growth of the lowest quartile of students in a district or school and half will be awarded based on the growth of all students. More details will be forthcoming as the model is refined.

INDICATOR #3: College and Career Readiness OR Attendance

High School Level: at the High School level, the College and Career Readiness score is based on the factors noted below. Each of the factors accounts for half of the points for this indicator.

For the 2014-15 School Year:

1. Percent of the previous year's graduating cohort whose ACT math sub-score is 20 or above (using the highest score if the ACT is taken more than once)
2. Percent of the previous year's graduating cohort whose ACT English sub-score is 18 or above (using the highest score if the ACT is taken more than once)

Note: No career ready assessment

For the 2015-16 School Year:

Schools will have the option to administer a career ready assessment, the National Career Readiness Certificate. In order for a school or district to earn points from this assessment, students must score at the Bronze level or higher. In addition, students will be able to demonstrate college readiness in English and math through the ACT and an additional assessment, the Accuplacer. Students can earn points towards this indicator by meeting or exceeding the Board of Regents (BOR) cut scores set for each.

For schools administering the NCRC career ready assessment, one-third of the points will come from the results of assessments measuring college readiness in English; one-third from math; and one-third from the NCRC. For schools opting not to administer this assessment, all points will come from the college ready measures in English and math.

With the NCRC:

1. One-third of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in math.
2. One-third of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in English.
3. One-third of the points result from the percent of previous year's graduating cohort who earned a Bronze level or higher on the NCRC. Multiply by 1/3 the total possible points for the CCR indicator.

Without the NCRC:

1. One-half of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in math.

2. One-half of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on ACT or Accuplacer in English.

For the 2016-17 School Year:

In addition to the new assessments introduced into the 2015-16 school year calculation, in 2016-17 students will be able to demonstrate college readiness in English and math through scores on the Smarter Balanced assessment that most will have taken as juniors.

With the NCRC:

1. One-third of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced assessment, ACT, or Accuplacer in math.
2. One-third of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced, ACT, or Accuplacer in English.
3. One-third of the points result from the percent of previous year's graduating cohort who earned a Bronze level or higher on the NCRC. Multiply by 1/3 the total possible points for the CCR indicator.

Without the NCRC:

1. One-half of the points result from percent of previous year's graduating cohort who met or exceeded the BOR cut score on the Smarter Balanced, ACT, or Accuplacer in math.
2. One-half of the points result from the percent of previous year's graduating cohort who met or exceeded the BOR cut score on Smarter Balanced, ACT, or Accuplacer in English.

Example: Calculating College and Career Readiness Calculation (CCR)

Step 1: Calculate weighted points for each factor by multiplying weighted % for each factor by total possible points.

Step 2: Calculate the rate for each factor.

Step 3: Calculate the score for each factor by multiplying the rate times the weighted points for each group.

Step 4: The sum of these represents total possible points for College and Career Readiness.

CCR Calculation for 2014-2015 School Year					
Step:		1	2	3	4
Factor:	Weighted as fraction	Weighted Points (2014-15)	Rate as %	Score	Total points for Indicator
% ACT Score 20 or above for Math	$\frac{1}{2}$	10	67.00%	6.70	13.60
%ACT Score 18 or above for English	$\frac{1}{2}$	10	69.00%	6.90	
Total	100%	20			

CCR Calculation for 2015-2016 School Year – with Optional NCRC					
Step:		1	2	3	4
Factor:	Weighted as fraction	Weighted Points (2015-16)	Rate as %	Score	Total points for Indicator
% Meeting BOR* math cut score on ACT or Accuplacer	1/3	10	60.00%	6.00	22.20
% Meeting BOR English cut score on ACT or Accuplacer	1/3	10	72.00%	7.20	
% Earning Bronze level or above on NCRC*	1/3	10	90.00%	9.00	
Total	100%	30			

CCR Calculation for 2015-2016 School Year – without Optional NCRC					
Step:		1	2	3	4
	Weighted as fraction	Weighted Points (2015-16)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on ACT or Accuplacer	1/2	15	60.00%	9.00	19.80
% Meeting BOR English cut score on ACT or Accuplacer	1/2	15	72.00%	10.80	
No NCRC results	0	0	0	0	
Total	100%	30			

CCR Calculation for 2016-2017 School Year – with Optional NCRC					
Step:		1	2	3	4
Factor:	Weighted as fraction	Weighted Points (2016-17)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on Smarter Balanced, ACT or Accuplacer	1/3	10	62.35%	6.24	23.04
% Meeting BOR English cut score on Smarter Balanced, ACT or Accuplacer	1/3	10	75.36%	7.54	
% Earning Bronze level or above on NCRC	1/3	10	92.56%	9.26	
Total	100%	30			

CCR Calculation for 2016-2017 School Year – without Optional NCRC					
Step:		1	2	3	4
	Weighted as fraction	Weighted Points (2016-17)	Rate as %	Score	Total points for Indicator
% Meeting BOR math cut score on Smarter Balanced, ACT, or Accuplacer	1/2	15	62.35%	9.35	20.65
% Meeting BOR English cut score on Smarter Balanced, ACT, or Accuplacer	1/2	15	75.36%	11.30	
No NCRC results	0	0	0	0	
Total	100%	30			

Elementary and Middle School Levels: at the Elementary and Middle School levels, the indicator is attendance rate based on the percentage of students meeting the state's target rate of 94 percent. A school's attendance points are calculated by multiplying the percent of enrolled students meeting this target rate by the total possible points for the indicator (for 2014-15 and beyond, the maximum points available are 20).

Example: At a school 91.25 percent of students have met the target rate of 94 percent. With the total available points of 20, the school's score for this indicator would be 18.25.

Classification, Recognition, and Support

SPI scores are calculated annually, and schools ranked based on these scores. This ranking will be used to classify schools into the following categories:

Exemplary Schools
High Performing – SPI score at or above the top 5%
High Progress – Top 5% for certain Gap Group indicators
Status Schools
SPI score at/above top 10% (excluding Exemplary)
Progressing Schools
SPI score between bottom 5% and top 10%
Priority Schools
SPI score at or below the bottom 5%

A separate calculation is used to determine the Focus Schools category (see below).

Exemplary Schools: All South Dakota public schools are eligible for recognition in one of two Exemplary categories:

- 1) Exemplary High Performing Schools: Schools whose overall SPI scores rank in the top 5 percent of schools across the state.
- 2) Exemplary High Progress Schools: Schools that rank in the top 5 percent for improvement of Student Achievement and Attendance Indicators for the Gap group at the elementary and middle school levels; at the high school level the indicators are Student Achievement and Four-Year Cohort Graduation Rate for the Gap Group over a period of two years.

No school with a significant achievement gap, as determined by the Focus School calculation, will be classified as an Exemplary School. Schools that achieve Exemplary status will receive special recognition.

Status Schools: Schools whose total score on the SPI is at or above the top 10 percent, excluding Exemplary Schools.

Progressing Schools: Schools whose total score on the SPI is above the bottom 5 percent but below the top 10 percent. Per federal requirements, the total number of Priority Schools must be at least 5 percent of the Title I schools in the state. This classification also applies to Title I and Title I eligible high schools whose graduation rate is below 60 percent for the last two years.

In addition to the classifications noted above, there is also a Focus School category that applies only to Title I schools:

Focus Schools: Focus Schools are Title I schools that are contributing to the achievement gap. The calculation to determine Focus Schools looks specifically at Student Achievement and Attendance of the Gap group for elementary and middle schools; and Student Achievement and four-year cohort Graduation Rate of the Gap Group at the high school level.

Using this combination of factors, schools whose rank is among the lowest 10 percent of Title I schools across the state will be identified as Focus Schools. Any school that is already a Priority school would not be included on this list.

Per federal regulations, the South Dakota Department of Education will work with districts that have Priority and Focus schools to implement targeted supports and interventions, which are described in full detail in the state's approved ESEA Flexibility Request, located online at <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/sd.html>